School Profile

Sigonella Middle/High School

Sicily, Italy

SY 2011-2012

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DoDEA Mission
To provide an exemplary education that inspires and prepares all DoDEA students for success in a dynamic, global environment.

Mediterranean District Mission
To support schools for the success of *every* student.

Sigonella MHS Vision Statement

Prepare life-long learners, leaders, and global citizens.

Stimulating learning environment for all students

Inspiring life-long learning

Commitment to excellence

Interacting with respect, kindness, and joy

Leadership, ethics, and integrity

Young adults prepared to enter our global society

School Data & Community Information

Sigonella Middle/High School (SMHS) is a grade 6-12 middle and high school. The majority of our students are in grades 6-7 (42%). Overall, 66% of our students are children of the Active-duty Navy and predominantly of White Race/Ethnicity (64%). In SY 11-12 our 9th and 12th grade enrollment dropped significantly.

This section outlines the following salient student and parent demographic characteristics about our school as of September 30, 2011:

Student Demographics:

Grade levels

	6	7	8	9	10	11	12	Total
SY11-12	44	40	26	24	30	22	15	201
SY10-11	46	37	30	39	26	20	28	226

- *Male = 102 Female = 99*
- *Special Education students = 17*
- *ESL = (<10)*

Race/Ethnicity	N	Percent
Amer Ind or Alaskan Native	0	0
Asian	13	6.5
Black/African Americans	30	14.9
Hawaiian or Pac Islander	0	0
White	128	63.7
Multi-Racial	17	8.5
Declined	13	6.5

Parent Demographics:

BRANCH	N
1AA:Army Active	1
1BA:Navy Active	126
1DA:AF Active	12
1FB:Navy Civ	36
1FF:DECA Civ	1
1FL:DLA Civ	4
1FO:DoDEA Civ	12
Subtotal (7)	192

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Graduation Rates and Post-Secondary Plans of Graduating Seniors

Given our mobile military population we are unable to calculate a standard "on-time" graduation rate. However for 2011 (as in most previous years) we had 100% of our seniors graduate (who stay the entire year).

Our 2011 plan data is currently unavailable in our student information system. However, the graduating class of 2010 had the following plans, where a majority, 90% plan to attend a 2 or 4-year college:

2010 Plan	N
Four Year College	12
Junior/Community College	16
Missing	1
Other	1
Work	1

The DoDEA Customer Satisfaction Survey is a biennial survey administered by DoDEA to parents and students to monitor DoDEA's success in meeting students' needs. It is also a reasonable measure of community satisfaction with our schools. The survey is administered every other year to sponsors with children in pre-kindergarten - 12th grade and to students in grades 4-12. The last administration was in 2010-2011.

2010-2011 Customer Satisfaction Survey Selected Results

Parents/Sponsors: N=83 (36%) | Students: N=209 (89%)

Graded Items (% A or B)	Parents	Students
School Rating Overall	73%	76%
Provides Challenging Academic Standards	75%	75%
Reading	**67%**	78%
Writing	**65%**	75%
Mathematics	76%	79%
Science	71%	82%
Social Studies	78%	82%
Use of Technology	82%	65%
Foreign Language	54%	61%
Health	69%	64%
Physical Education	76%	80%
School welcomes new students	92%	81%
School Communication Academic Progress	83%	80%
School Communication Behavior Information	75%	77%
School Information About Events and Activities	86%	73%

- **Findings**: Parents rated our reading (67% gave grade of A or B) and writing (65% grade of A or B) programs the lowest. These findings are slightly higher than our SY 08-09 Customer Satisfaction Survey results (59%, reading; 56%, writing).

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Community Information

Naval Air Station Sigonella represents the majority of our student and community population. The base itself offers the community a wide variety of programs through the Morale, Welfare, and Recreation service (MWR) and other organizations. Programs offered to children include: soccer, flag football, basketball, baseball, cheerleading, dance classes, piano/violin lessons, Girl/Boy Scouts, swimming, and self-defense classes.

Additional services are provided through Educational and Developmental Intervention Services (EDIS) to include an audiologist, pediatric psychologist, speech language pathologist, social worker and physical and occupational therapist.

The base Youth Center offers before and after school enrichment programs for school age children. The Child Development Center (CDC) provides childcare services for infancy through age four children.

The following support organizations are available to parents: Fleet and Family Services, Ombudsman Program, New Parent Support Group, Filipino-American Club, All Officers Spouses Club, Enlisted Spouses Club, Chief Petty Officer's Organization, Protestant Women of the Chapel and Mom's Club.

Recent Changes to the Community

The base community has recently undergone changes with departure of the Explosive Ordinance Disposal Unit, triggering a significant decrease in enrollment. The arrival of a new Air Force detachment has changed the military base-wide population; however, the school enrollment was not affected.

The closure of the Mineo Housing Unit, which at one time represented 50% of the base housing population, has caused a large number of families to move off-base thus reducing community cohesiveness.

Instructional & Program Information

Our school is serviced by a well experienced and highly educated cadre of teachers. Approximately 85% of SMHS teachers have a Master's degree or higher.

At SMHS, our staff is 51% female and 49% male. Two percent of our staff is Black/African American, 2% Hispanic, and 95% of our staff is white.

Staff Development Opportunities:

SMHS teachers have extensive and varied Professional Development opportunities. Some examples are:

- SY 10-11 Marzano's "Art and Science of Teaching" book study
  - During monthly IRPs the entire faculty read and discussed 6 chapters (one chapter per month). Chapters were chosen from surveying the faculty.
  - 1-credit graduate course led by Admin for teachers choosing to read the whole book and participate in related online discussions via Blackboard. Ten SMHS teachers participated. The final project required teachers to try something from the book and write a reflection paper.
- SY 11-12 "Virtual PLC" 2-credit graduate course on Blackboard led by team of teachers and admin. Sixteen participants included SMHS teachers, Sigonella Elementary School teachers, and teachers from DoDDS Korea schools. Teachers chose to read one of the following books and engaged in related discussions and classroom inquiry projects: "15 Fixes for Broken Grades", "Checking For Understanding", "The Highly Engaged Classroom", and "What Teachers Really Need to Know about Formative Assessment".
- All SMHS CSILT members engaged in a year-long book study of DuFour, DuFour, and Eaker's 2008 "Revisiting Professional Learning Communities at Work". A different CSILT member served as the discussion leader each month.
- During SY 11-12, three CSI staff development days included data literacy training, intervention implementation training, PLC training, reviewing our vision, analyzing our data, etc.
- During SY 11-12, two "Using Data to Differentiate Instruction" (UDDI) .5 training days were held (as per DoDEA initiative).
- Instructionally-related periods (IRP's) are conducted monthly to promote professional growth. SMHS teachers are recruited to teach sessions whenever possible.   Recent topics covered include: 21st century learning from Wagner's "The Global Achievement Gap", determining a common understanding of rigor/increasing rigor, student engagement strategies, culturally responsive instructional strategies, and formative assessment strategies.
- Over the past two years, at least 8 teachers have taken 15 of the Creativity Software courses available to DoDEA teachers worldwide via Blackboard.   SMHS's ET is currently teaching three of the courses: SMART Boards, Adobe Photoshop, and Adobe Captivate.   Windows 7 training was also planned and taught by the SMHS ET; 12 staff members have received this training so far this school year.
- Area and district curriculum specialists (ISS personnel) provide ongoing support and training. During SY 11-12, training was conducted by the language arts ISS, math ISS, science ISS, foreign language ISS, AVID ISS.

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Support and Enrichment Programs:

Although Sigonella MHS is a small school, it offers a comprehensive selection of courses to meet the needs of all our students. The range of courses goes from remedial instruction/support, AVID to Advanced Placement. We have a standards-based curriculum. Our programs support the DoDEA's standards and directives. Our curricular and extra-curricular programs include:

o   Advancement Via Individual Determination (AVID) Program
o   ASACS Counseling program
o   Career Practicum (CWE)
o   College Fair (Choices Night)
o   Creative Connections
o   Drama Fest
o   Honors Band
o   Junior Science and Humanities Symposium

o   Honors Choir
o   International Student Leadership Institute
o   Junior Leadership Seminar
o   Lingua Fest
o   Math Counts
o   PAN support for Physical Education
o   Red Ribbon Week
o   Student 2 Student

In addition, the following support programs are offered at our school:

o   ASACS tutoring--liaison with military members
o   Computer on Wheels
o   Algebra Lab
o   Geometry Lab
o   Information Center Support
o   Math Lab III
o   MS Math Support
o   PSAT Workshop for Parents & students
o   READ 180
o   MS Reading Support
o   Special Education Aides
o   Sustained Silent Reading
o   Cyber Cafe

The following extracurricular programs are also offered at Sigonella MHS:

o   Academic Games
o   Art Club
o   Drama Club
o   Future Educators of America
o   Model U.S. Senate
o   National Honor Society
o   National Junior Honor Society
o   NJROTC
o   Grapevine Student Journal
o   Student Council

o   Student Council Middle School
o   Yearbook
o   Football
o   Cross Country
o   Track
o   Cheerleading fall and winter
o   Boys' Volleyball
o   Girls' Volleyball
o   Boys' Basketball

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Academic Performance Results

SMHS has a comprehensive assessment system comprised of DoDEA system-wide assessments as well as a series of local assessments aligned to our curriculum and/or goals. Our most current results are reported for the following:

1. TerraNova Multiple Assessments, 3rd edition – Language Arts, Mathematics, Reading
   a. *Terra Nova* Performance Level Groupings & Median Percentiles
   b. *Terra Nova* Objectives Performance Index (OPI) – All subjects
2. Scholastic Reading Inventory (SRI)
3. PSAT – 10th & 11th
4. SAT – Math and Writing
5. Advanced Placement (AP) Exam results
6. Local Assessments

TerraNova Performance Level Groupings and Median National Percentiles SY 08-09 & SY 10-11

School Year	Grade	Subject	Number of Students	Performance Level (%)				Median National Percentile	Average Normal Curve Equivalent
				Above Standard	At Standard	Partially Met Standard	Below Standard		
2010-2011	6	Language	45	47	29	20	4	72	62
2009-2010	6	Language	45	44	36	16	4	73	64
2008-2009	6	Language	34	68	24	9	0	81	67
2010-2011	7	Language	33	39	42	12	6	69	61
2009-2010	7	Language	35	46	34	11	9	72	64
2008-2009	7	Language	44	32	41	23	5	67	59
2010-2011	8	Language	30	47	40	10	3	74	65
2009-2010	8	Language	40	50	30	13	8	75	64
2008-2009	8	Language	39	51	31	10	8	80	66
2010-2011	9	Language	36	47	31	14	8	74	63
2009-2010	9	Language	37	54	32	8	5	78	65
2008-2009	9	Language	35	49	43	3	6	75	66
2010-2011	10	Language	21	57	24	14	5	79	65
2009-2010	10	Language	27	41	44	15	0	71	63
2008-2009	10	Language	33	48	27	21	3	75	66
2010-2011	11	Language	17	41	24	35	0	71	60
2009-2010	11	Language	30	47	13	37	3	67	61
2008-2009	11	Language	31	32	42	23	3	70	61

- **Findings**: With the exception of 11th grade, almost every grade level meets or exceeds the DoDEA threshold of 75% of students 'At/Above the Standard'. All median percentiles are well above the 50th percentile.

Mathematics

School Year	Grade	Subject	Number of Students	Performance Level (%)				Median National Percentile	Average Normal Curve Equivalent
				Above Standard	At Standard	Partially Met Standard	Below Standard		
2010-2011	6	Math	45	22	38	29	11	58	55
2009-2010	6	Math	45	27	27	38	9	54	53
2008-2009	6	Math	34	26	53	18	3	64	60
2010-2011	7	Math	33	36	45	12	6	71	60
2009-2010	7	Math	35	34	40	20	6	59	58
2008-2009	7	Math	44	36	16	32	16	52	55
2010-2011	8	Math	29	34	34	24	7	71	60
2009-2010	8	Math	41	32	39	22	7	60	58
2008-2009	8	Math	39	28	44	21	8	64	58
2010-2011	9	Math	36	39	33	19	8	67	60
2009-2010	9	Math	37	49	35	16	0	65	63
2008-2009	9	Math	35	31	43	14	11	68	59
2010-2011	10	Math	22	45	23	27	5	70	62
2009-2010	10	Math	27	41	22	26	11	54	56
2008-2009	10	Math	33	36	36	15	12	62	57
2010-2011	11	Math	18	39	28	28	6	70	57
2009-2010	11	Math	29	21	45	31	3	61	56
2008-2009	11	Math	32	34	22	16	28	63	54

- **Findings**: Unlike Language Arts, only a few grade levels meet or exceed the DoDEA threshold of 75% of students 'At/Above the Standard'. All median percentiles are above the 50th percentile. Performance across the four performance level groups fluctuates, though the middle two groups 'At' and 'Partially met' categories (percentiles 26-75) have the most consistent higher percentages compared to Language Arts.

TerraNova Average OPI Scores SY0809-SY1011

OPI Indicator	SY 0809						SY 0910						SY 1011					
	6	7	8	9	10	11	6	7	8	9	10	11	6	7	8	9	10	11
Basic Understanding	84	73	73	67	67	74	84	80	74	66	66	76	81	79	76	65	70	80
Analyze Text	66	52	66	66	64	73	64	61	67	62	60	75	60	62	68	62	65	75
Evaluate/Extend Meaning	62	50	64	69	63	69	59	58	68	69	60	71	53	53	70	67	62	72
Reading and Writing Strategies	71	75	61	67	63	59	69	81	64	65	60	61	68	79	66	65	60	62
Sentence Structure	82	73	74	80	71	82	79	75	73	78	70	79	78	75	76	76	69	82
Writing Strategies	65	76	74	77	70	69	62	79	72	76	67	72	59	77	72	74	70	69
Editing Skills	73	51	61	60	69	58	69	57	58	59	69	59	68	54	59	57	70	57
Number and Number Relations	51	60	48	60	43	N/A	45	63	49	66	42	N/A	43	65	55	63	52	N/A
Computation and Numerical Estimation	57	50	63	58	60	54	50	58	64	57	58	54	50	62	62	56	66	56
Operation Concepts	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Measurement	70	42	54	46	47	44	63	45	56	50	41	42	65	50	54	48	52	42
Geometry and Spatial Sense	66	49	58	49	46	47	60	53	59	54	38	49	63	54	60	51	48	52
Data Analysis, Statistics, and Probability	74	48	63	42	45	55	65	52	62	48	47	58	67	54	64	41	49	58
Patterns, Functions, Algebra	65	62	55	57	58	50	56	64	51	62	59	55	55	69	55	59	61	55
Problem Solving and Reasoning	64	44	49	58	47	39	56	46	50	61	41	39	59	50	53	60	52	43
Communication	58	43	61	43	51	N/A	49	46	58	49	51	N/A	51	46	62	45	54	N/A
Science Inquiry	70	67	75	67	73	67	66	70	77	67	77	65	65	70	74	65	77	68
Physical Science	59	57	50	53	55	50	55	63	54	53	58	48	54	60	50	56	59	46
Life Science	59	57	52	58	55	50	57	62	59	57	60	48	54	59	55	59	59	48
Earth and Space Science	63	60	54	40	58	51	59	66	59	41	62	46	58	64	55	43	65	46
Science and Technology	N/A	56	67	66	51	N/A	N/A	65	71	65	53	N/A	N/A	62	70	66	56	N/A
Personal and Social Perspectives in Science	79	60	N/A	N/A	N/A	N/A	79	66	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
History of Nature and Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Geographic Perspectives	79	70	68	61	71	68	76	77	68	62	73	67	78	73	74	62	74	72
Historical and Cultural Perspectives	71	62	74	54	65	63	64	73	71	57	71	60	67	67	77	54	71	65
Civics and Government Perspectives	67	49	72	60	65	68	62	60	69	63	69	64	61	54	72	60	72	70
Economic Perspectives	76	56	79	72	60	62	75	64	81	75	63	61	72	59	86	74	65	65

Note: Interpretation and action based on the TerraNova OPI results are cautioned as the reliability/validity of each indicator is based on a varying and small number of items not entirely representative of the individual content domain identified.

- **Findings:** Scores 70 and under are highlighted in red. A score of 70% correct is congruent with the DoDEA 2.00 GPA graduation requirement. All Math and nearly all Science OPIs are under this 70% percent threshold. Editing skills is the consistently lowest of the ELA indicators.

Scholastic Reading Inventory (SRI)
The SRI is a computer-adaptive K-12 reading assessment that measures reading comprehension using the Lexile scale. The Lexile is a vertical scale with proficiency bands described below.

Grade	'At the Standard' Lexile Levels
6	800L to 1050L
7	850L to 1100L
8	900L to 1150L
9	1000L to 1200L
10	1025L to 1250L
11	1050L to 1300L
12	1100L to 1349L

Average Lexiles for SY 10-11 and Fall SY 1112

Grade	Fall 10 N	Fall 10 Mean	Wtr 11 N	Wtr 11 Mean	Spr 11 N	Spr 11 Mean	Fall 11 N	Fall 11 Mean	Wtr 12 N	Wtr 12 Mean
6	44	952	46	1003	52	**1074**			47	988
7	42	1022			29	**1117**	38	1017		
8	37	1169	31	1202	25	**1244**			24	1129
9	43	1179	18	1130	35	**1257**			25	1273
10	27	1249	26	1243	23	**1287**			27	1255
11	9	1139			5	**1289**	19	1329		
12	27	1291	14	1401	7	1103			13	1215

- **Findings**: There is an irregular pattern of testing (counts less than 5 are omitted). Grades 6-10 in Spring 2011 had mean Lexile scores above the end of year expectation, grade 11 was within range. All grades except for 12th made expected maturated gains between Fall 2010 and Spring 2011. No Spring 2010 data is available.

PSAT

10th & 11th Grade Mean PSAT Scores in Mathematics and Writing for Sigonella and Nation

Grade	Subject	Level	2009	2010	2011
10th	Math	Sigonella HS	**40.03**	**43.54**	**42**
10th	Math	Nation	43	44	42.3
11th	Math	Sigonella HS	**42.74**	**43**	
11th	Math	Nation	48	48.9	49
10th	Writing	Sigonella HS	**40.52**	**43.71**	**41.6**
10th	Writing	Nation	41	40.6	40.3
11th	Writing	Sigonella HS	**45.23**	**42.9**	
11th	Writing	Nation	46	45.4	46

- **Findings**: 10th grade performance in Writing was best in 2010 and 2011 as scores exceed National average. All remaining score are below the nation.

SAT Performance
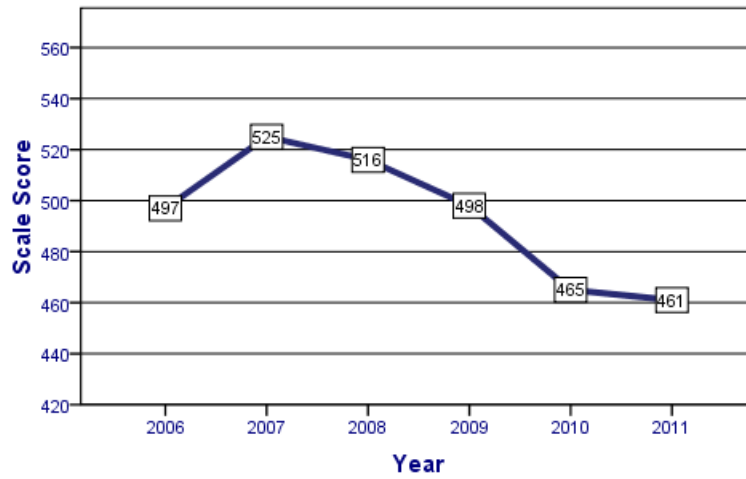
Reading

SAT Mean Score Results 2006-2011

Level: Sigonella MHS
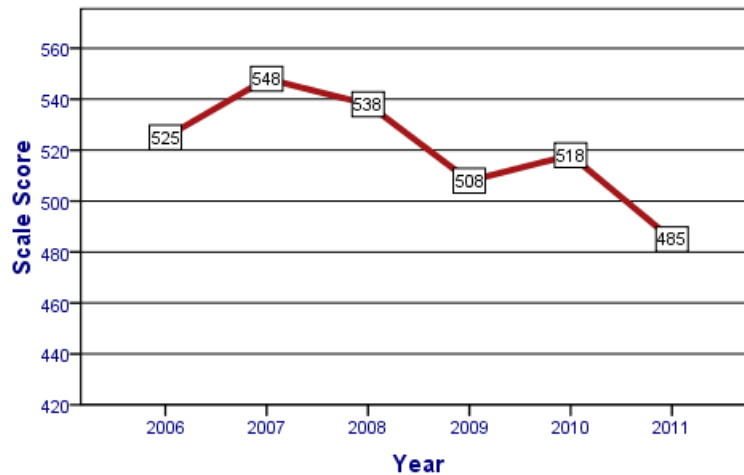
Math

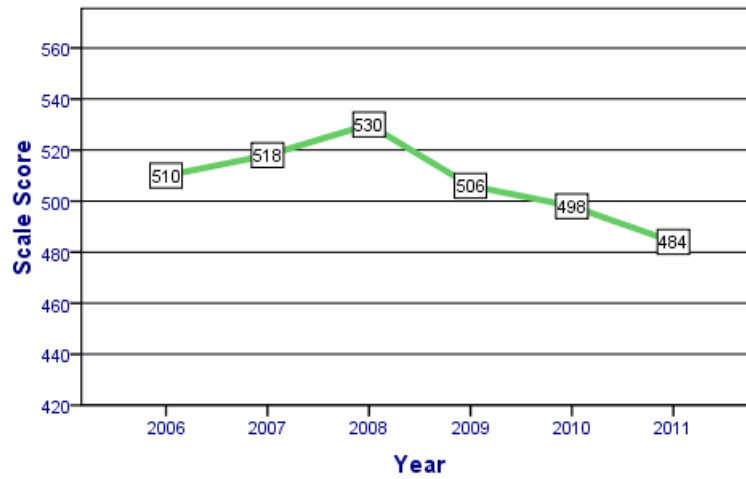## SAT Mean Score Results 2006-2011

Level: Sigonella MHS

Writing

SAT Mean Score Results 2006-2011

Level: Sigonella MHS

- **Findings:** There is a longitudinal decline in performance for all three subject areas. These results are based on small samples hence 1-2 students can throw off results significantly, however performance was generally much greater (near/above 500) in years 2006 to 2009

Advanced Placement (AP) Performance

Scale scores by Course for SY 0910 and 1011

Count of Score		Score					Grand
Year	Course	1	2	3	4	5	Total
SY0910	Calculus	4		2		1	7
	Composition	3	5	6	2		16
	Literature		8	2	4		14
	US History	1	2	3			6
SY0910 Total		8	15	13	6	1	43
SY1011	Calculus			1	1	1	3
	Composition	2	4	4	1	1	12
	Literature	4	4	5	1	1	15
	US History	1	3	3		1	8
SY1011 Total		7	11	13	3	4	38
Grand Total		15	26	26	9	5	81

- **Findings:** A limited number of courses are offered. Most scores are in the 1-3 range. Performance is consistent between courses and overtime, though Literature saw an improvement in the number of students meeting score of '3' threshold.

Number and Percent of Students scoring a 3 or Higher

	N	%
SY0910 3to5	**20**	**47%**
SY1011 3to5	**20**	**53%**

- **Findings:** The proportion of students increased 6% meeting the 3 or higher criterion.

Local Assessments

SY 2010-11 Local Math-Assessment, Grades 7, 9 & 12

SY 2010-11 Mean Math Scores in Fall and Spring by Grade		
	Fall	**Spring**
Grade 7	1.4	2.84
Grade 9	2.19	4.00
Grade 12	8.26	4.69

- **Findings**: The local math assessment, administered in 2010/2011, shows that during the year there was an increase in students' scores in grades 7 and 9, but a decrease in scores for students in grade 12. In SY 2011-12, this local assessment changed significantly to include new items, a standardized script, more grade levels tested, and new rubric. Separate scores (0-3) for Synthesis and Evaluation are gathered and summed to produce a total score of six (6).

SY 2011-12 Local Math-Assessment, Grades 6-12 Fall 2011

Grade	Mean Total Score
6	3.59
7	2.3
8	1.69
9	3
10	1.71
11	3.62
12	3.79

- **Findings**: Grades 7, 8, and 10 show a marked lower rate of performance than the other grade levels. It is expected since this is a baseline measure for this new assessment, more learning and improvement will demonstrated in the Spring.

Local Writing Assessment, Grades 6 - 12

The first time that this test was administered was in fall 2010; thus, comparisons cannot be made with previous years' performance. In SY 11-12 this assessment was truncated to an overall Writing scale (1-10).

SY 10-11 Writing Traits Development By Grade								
	Organization		Word Choice		Sentence		Conventions	
Grades	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Grade 6	2.44	2.52	2.52	2.13	1.91	2.18	2.09	2.28
Grade 7	2.29	2.30	2.15	2.36	1.95	2.07	1.65	1.79
Grade 8	2.03	2.81	3.00	2.27	2.44	2.03	2.19	1.85
Grade 9	2.31	2.73	2.57	2.43	2.19	2.09	1.97	1.86
Grade 10	2.08	2.26	2.56	2.50	1.81	1.75	2.11	2.00
Grade 11	2.56	2.69	2.38	3.00	2.08	2.89	2.69	3.00
Grade 12	2.62	3.44	3.15	3.00	3.00	2.62	3.44	2.77

Findings: The findings show that in most grades there was an improvement from fall to spring in one trait: Organization. The other traits did not show consistency, meaning that in some grade levels there was improvement and in others there was a decline in scores. Conventions and Word Choice are two areas that need more work, given the number of grade levels that had a decrease in their scores in these two traits. It should be noted that while students in grade 11 showed improvement in all the traits, students in grade 12 showed a decline in most of the traits (the exception was Organization).

SY 2011-12 Local Writing-Assessment, Grades 6-12 Fall 2011

Grade	Mean Total Score	
6	5.9	
7	5.9	
8	4.4	
9	5.08	
10	4.5	
11	4.67	
12	4.42	

- **Findings:** With this new leaner assessment, scores are higher than last year but this is due to the change in scaling. _Overall performance declines as grade level increases_. *There were 10 students (5% of the total population tested) who did score a perfect 10 on this initial assessment.*

Performance Summary & CSI Goal Selection

Data Points from School Profile used to select Goal 1: Math

1. Terra Nova Multiple Assessments

2. AP tests, PSAT, SAT

3. Parent Feedback

Student Performance Goal #1: By 2012, all students will improve math skills, the ability to synthesize and evaluate information toward problem solving across the curriculum, as measured by system-wide and school-based assessments.

Intervention(s): IDEA Four Step Model for Problem Solving (adopted from Polya).

Rationale:

Local assessment to be given in grades 6-12.

The monthly PLT meetings are used for teachers to monitor the effectiveness of the IDEA method. Teachers analyze student work samples from students in the 40-60th percentile group every other month and collaboratively evaluate student learning to make changes in teaching methods and improve effectiveness of the intervention implementation. A school-wide rubric was developed and is used across the curriculum.

Data Points from School Profile used to select Goal 2: Writing

1. Terra Nova Multiple Assessments

2. AP tests, PSAT

3. Parent Feedback

Student Performance Goal #2: By 2012, all students will improve writing skills, the ability to express ideas using organization and precise vocabulary across the curriculum, as measured by system-wide and school-based assessments.

Intervention(s): 6+1 Traits of Writing

Rationale:

Local assessment to be given in grades 6-12.

The monthly PLT meetings are used for teachers to monitor the effectiveness of the 6+1 Traits intervention. Teachers analyze student work samples from students in the 40-60th percentile group every other month and collaboratively evaluate student learning to make changes in teaching methods and improve effectiveness of the intervention implementation. A school-wide rubric was developed and is used across the curriculum.

1. *How long did it take to collect the data for the profile?* Data is continuously collected and analyzed. The profile is updated throughout each school year.
2. *How many people were involved with the collection and presentation of the data?* The entire staff was involved in completing surveys, analyzing achievement data, and offering input for the profile. A Profile Committee composed of the principal, the CSI chairs, and the Data Committee chairperson, compiled and analyzed the data.
3. *What process was used to describe, analyze and determine the implications of the data?* The profile critically examined each data set and determined if there were any broad curricular areas which were in need of improvement.
4. *How many parents, actual number and %, were involved in these activities. N*o parents participated in the writing of the School Profile though our CSS parent results played pivotal role in our goal selection.

5. *Describe the process used to determine the goals area?* After analyzing the unique local insights, school student data, school instructional data, and community data, the areas of greatest need were identified.

SY 2011-12: Our current CSI goals have been validated as still relevant through this process. Furthermore, we have identified a target group within the 40-60th percentile that is significantly representative of African-American students. Strategies include differentiated instruction based on formative assessment, and awareness of culturally responsive instruction.